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ABSTRACT

To gather more accurate data on outcomes for remedial programs at McLennan Community College, in Texas, a study was conducted to track the progress up to spring 1994 of all 743 full-time, degree-seeking, first-time-in-college students who entered in fall 1991, including students not needing remediation and those not completing their remedial program. Specifically, the study sought to determine the level of remediation needed and the match between needs and remedial enrollment, the extent that developmental programs improved basic skills, and the extent that the programs prepared skill deficient students for success in college. Results of the study included the following: (1) in general, minority students needed more remediation than white students and African-Americans needed more than Hispanics; (2) while a little over half of the students in remediation for reading and writing progressed to the final course in the remedial sequences, they did not perform as well in college-level work as those who did not need remediation; (3) successful completion of reading and writing courses and course sequences was shown to be important for success in the Texas Academic Skills Program (TASP) test, while students who were successful in any mathematics course had high success rates on the test; and (4) for students needing remediation in three areas, 12.1% transferred after 3 years, compared to 45.6% of non-remedial students. (Contains extensive data tables.) (KP)

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ED 377 915

Evaluation of Developmental Programs

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Evaluation of Developmental Programs

McLennan Community College

by
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Background

Currently in Texas, the success of developmental or remedial programs is judged by their performance in preparing basic skill deficient students for success in college. A task force began work in the Fall of 1994 to attempt to identify other levels of success for these programs, particularly a way to measure the value added to students who do not complete remediation and/or achieve success in college. Texas spends $125 million each year on these programs, and in times of revenue shortfalls, it is particularly important to demonstrate successful outcomes in any program that uses public funds.

Accordingly, this study represents a shift in focus for the evaluation of remediation at McLennan Community College. The last study conducted, on the Fall 1990 cohort, primarily focused on the performance of students who completed remediation compared to that for students who did not need remediation. This model implicitly placed the responsibility for perseverance through the remedial sequence on the student. While data on students who complete remediation is provided in the current study, a considerable amount of data also is presented on students who do not complete remediation. While students still must accept responsibility for their own sucess, the college must respond to demands for data on all students on whom public money is expended.

Methodology

The population for this study was all full-time, degree-seeking (according to declared major) first-time-in-college students who were enrolled in the Fall of 1991. It includes students who began in the Summer of 1991 and returned full-time in the Fall of 1991. Full-time is defined as initially enrolling for 12 or more semester credit hours.

This group of students was tracked for three years through the Spring of 1994. All outcome measures represent the accomplishments of these students over that period of time.

A parallel set of tables was produced for part-time students and for full-time technical students; they are available upon request. The computer program written to generate these tables can be run to show the same outcomes for other sub-groups, as well. Also, it was written so that the same study can be conducted with future student cohorts.

This study on the success of developmental programs at McLennan Community College attempts to answer three questions:

- What is the extent of remediation needed by MCC students and are students getting the remediation they need?

- Do developmental programs enhance or improve the basic skills of skill deficient students?

- Do developmental programs prepare skill deficient students for success in college?

Accordingly, there are three sets of tables in this study: "Need for and Placement in Remediation", "Success in Achieving Necessary Skills", and "Success in College". Outcome measures with respect to achieving necessary skills are progression through remedial course sequence, performance in the first college level course, and performance on the official TASP Test. Outcome measures for success in college include graduation/transfer/retention status after one year and after three years, and mean grade point average and cumulative hours earned.

Since there is no formal local pre-test/post-test system in place at MCC, it is difficult to determine "value-added" to remedial students beyond their progression through remedial sequences and their performance on the official TASP Test. In an attempt to summarize the accomplishments of students, a final table was constructed showing the number of student "accomplishrnents" in each discipline. Students were given credit for one "accomplishment" for each course completed in the skill area and for passing the appropriate section of the TASP Test. For students who need remediation, **60.8% had at least one accomplishment in math; 69.8% in writing; and 82.6% in reading.**

In the second section of this study, the content of each table for full-time students is explained, and a brief overview of findings based on data in that table is presented. The data in these tables is rich, complex, and subject to individual professional interpretation. The brief analysis presented here is not intended to be exhaustive nor infallible; each content area faculty member and each administrator should spend some time with these tables to conduct their own analysis and to formulate strategies for program improvement. This analysis is intended to establish benchmarks for improvement, not to be compared against some conception of the ideal.

General findings

- Minorities need more remediation than whites; African Americans need more (predominately in all three skills) than Hispanics, who for the most part need remediation in one skill, usually math.

- The percent of students who initially received precisely what they needed in remediation ranged from 33.8% for those who needed Math and English to 81.5% for those who needed Math Only. Overall, most students were appropriately placed, but many did not initially enroll in all skills needed.

- In reading and writing, a little over half of the students placed in remediation progressed to the final course in the sequence (Reading 302 and English 1301), but they did not perform as well in college-level work as those who did not need remediation. In math, those who began in the highest level remedial course (Math 311) had a similar successful progression rate, but those who started at lower levels only rarely made it to College Algebra. Further complicating the situation in math, students who took College Algebra, both "remediated" and those who did not need remediation, had a very low success rate in the course, particularly if they started in a remedial

course.

- Successfully completing courses and course sequences was shown to be important for success on the TASP, particularly in reading and writing. In math, however, students who were successful in any math course, with the exception of Math 300, had a high rate of success on the TASP.

- English 111 students who are in a "grey" area between college-level and remedial seem to have more in common with remedial students than college-level students, given their performance on measures in this study, calling into question whether or not they are ready for concurrent enrollment in English 1301, as is currently the practice.

- On most outcome measures, the greater the need for remediation, the lower the success rate.

- In general, it appears that passing the math portion of the TASP Test has an impact on students' perseverance in college, but not their performance in college. In other words, those who cannot pass the math test can be successful in college, but they eventually give up and drop out. This indicates that students who need math remediation should begin it immediately upon entry into college.

- After one year in college, attrition rates seem comparable between all groups. It is in transfer rates at this point that the difference in performance according to the extent of the need for remediation is apparent. There is some evidence even at this point, though, of the negative impact on persistence caused by the inability to pass the TASP math test.

- It is clear from the evidence that students who have two or three skill deficiencies are not ready to begin college level work. Caution should be used when enrolling students with one skill deficiency in college level work. The same can be said for both academic and technical students. Technical students who needed three areas of remediation had a 69% drop-out rate and a 5.9% graduation rate; those who did not need remediation had a 33% drop-out rate and a 15.3% graduation rate (after three years).

Description of Tables and Specific Findings

Need for and Placement in Remediation

TABLE I.a. – Number of Areas Needed by Ethnicity

Shows number of areas (or subjects) in need of remediation by ethnic group (Asians, Native Americans, and Foreign students are not shown for simplicity purposes; 19 students in the cohort were not tested and also are not included).

Findings: The largest group of white students (44%) did not need remediation, while the largest group of African American students (42.1%) needed three areas of remediation; Hispanics (39.3%), one area.

TABLE I.b. – Remediation Needed by Remediation Enroll

Shows actual enrollment in remediation by Fall 1991 first-time-in-college students compared to the students' skills in need of remediation to determine the number and percent of groups that were appropriately placed.

Findings: The percent of students who received precisely what they needed in remediation ranged from 33.8% for those who needed Math and English to 81.5% for those who needed Math Only. Thirty-eight students who needed some type of remediation received none. Overall, most students were appropriately placed, but many did not initially enroll in all skills needed.

TABLE I.c. – Remediation Needed by Ethnicity

Shows specific skills in need of remediation by ethnic group to provide detail on need in addition to what is available in Table I.a.

Findings: Similar to Table I.a. Most interesting is that math deficiency was the specific reason the largest group of Hispanic students needed remediation in one skill.

Success in Achieving Necessary Skills

TABLE II.a. – Progress Through Sequence by Ethnicity--Reading

Shows the last course taken in this skill by groups classifed by the first course taken. Intended to show the number of percent of students who "make it" to the final course in the discipline or at least make some progress. Breakouts by ethnicity also provided.

Findings: Of the students who enrolled initially in Reading 101, 66.7% made it to the final course in the reading remediation sequence (Reading 302). Of those initially enrolling in Reading 301, 50.7% eventually enrolled in Reading 302.

TABLE II.b. – Grade in Reading 302 by First Reading Course by Ethnicity

Shows grades earned by students in Reading 302 grouped by the course in which they initially enrolled and by ethnicity.

Findings: Students who initially enrolled in Reading 101 had a 91.7% success rate in Reading 302; initially enrolled in Reading 301, 63.2%; initially enrolled in Reading 302, 71.3%.

TABLE II.c. – TASP Status by Success in Last Course--Reading

Shows "TASP Status" in this skill (Not Pass, Pass, Not Take, or Transfer) of students grouped according to their performance (successful vs. not successful) in the last course for which they enrolled in this skill area.

Findings: Shows that success in a Reading course is important with respect to passing the Reading portion of the TASP for students who need reading remediation. Interestingly, students whose last course was Reading 301 were more successful on the test than those whose last course was Reading 302.

TABLE II.d. – TASP Performance by Success in Last Course

Shows "TASP Performance" in this skill (Not Pass or Pass) of students who have attempted the TASP test in this skill grouped according to their performance (successful vs. not successful) in the last course for which they enrolled in this skill area.

Findings: Similar to those in Table II.c. above. Also, interestingly, many students who are unsuccessful in their Reading course are successful on the TASP, but not to the extent that those who pass the course are. Some students who pass their reading course do not pass TASP reading.

TABLE III.a. – Progress Through Sequence by Ethnicity--Writing

Shows the last course taken in this skill by groups classifed by the first course taken. Intended to show the number of percent of students who "make it" to the final course in the discipline.

Findings: Of the students who enrolled initially in English 300, 34.7% made it to the first college level in English (1301). Of those initially enrolling in English 301, 60.4% eventually enrolled in English 1301.

TABLE III.b. – Grade in English 1301 by first Writing Course by Ethnicity

Shows grades earned by students in English 1301 grouped by the writing course in which they initially enrolled.

Findings: Perhaps most interesting finding here is that performance for students who intitially enrolled in English 111 (lab attached to English 1301) was concentrated around the grades of C (34.7%) and D (11.4%), while the performance of those who began in English 1301 without the 111 lab was concentrated around the grades of A (23.7%) and B (27.7%). Success and non-success differences are discussed in Table III.c. below.

TABLE III.c. – Success in English 1301 by First Writing Course by Ethnicity

Shows success rates in English 1301 by students grouped according to the first writing course taken.

Findings: Success rates in English 1301 for "remedial" student groups range from eight to fourteen percentage points below success rates for the initially "college-level" students. Interestingly, English 111 students who are in a "grey" area between college-level and remedial seem to have more in common with remedial students than college-level students on this and other measures in this study (such as mean cumulative GPA and hours earned shown in Table IX.).

TABLE III.d. – TASP Status by Success in Last Course--Writing

Shows "TASP Status" in this skill (Not Pass, Pass, Not Take, or Transfer) of students grouped according to their performance (successful vs. not successful) in the last course for which they enrolled in this skill area.

Findings: Shows that success in any writing course is important with respect to passing the writing portion of the TASP for students remediation. While some remedial writing students who do not make it to English 1301 pass the test, a considerable number never take the TASP, particularly those who are unsuccessful in remedial writing. Shows that success in English 1301 is critical to success on the writing portion of the TASP.

TABLE III.e. – TASP Performance by Success in Last Course--Writing

Shows "TASP Performance" in this skill (Not Pass or Pass) of students who have taken the TASP grouped according to their performance (successful vs. not successful) in the last course for which they enrolled in this skill area.

Findings: Similar to findings for Table III.d. above. Interestingly, students who are unsuccessful in English 1301 are almost as successful on the TASP as those who are successful in English 1301, for those in both groups who have taken the test. However, as discussed above, many of those who were unsuccessful in 1301 did not attempt the test.

TABLE IV.a. – Progress Through Sequence by Ethncity--Math

Shows the last course taken in this skill by groups classifed by the first course taken. Intended to show the number of percent of students who "make it" to the final course in the discipline. This table is lengthy and complex due to the number of remediation levels offered in math.

Findings: Very few of the students who begin in math remediation "make it" to college algebra (from 2.7% to 20.6%) with the exception of those who begin in intermediate algebra (53.5%). In general, the lower the level where a student starts, the lower his or her chances are of making it to college algebra. Also, in general, close to half of the students never move beyond the course in which they began.

TABLE IV.b. – Grade in College Algebra by First Math Course by Ethnicity

Shows grades earned by students who take Math 1314 (college algebra) grouped by the math course in which they initially enrolled.

Findings: Too complex to succinctly summarize. Of particular interest, though, over half of the students who began in intermediate algebra (Math 311) and eventually took college algebra

withdrew from college algebra.

TABLE IV.c. – Success in College Algebra by First Math Course by Ethnicity

Shows success rates in Math 1314 by students grouped according to the first math course taken.

Findings: Success rates in Math 1314 are dismal, hovering around the 50% mark, for all students who take this course. Of particular interest, the success rate for students who began in Math 307 is significantly higher than the success rate for those who began in Math 311; this may indicate that there may be problems with the placement policies and assessment test cutoff scores.

TABLE IV.d. – TASP Status by Success in Last Course--Math

Shows "TASP Status" in this skill (Not Pass, Pass, Not Take, or Transfer) of students grouped according to their performance (successful vs. not successful) in the last course for which they enrolled in this skill area.

Findings: Shows that success in a math course is important with respect to passing the math portion of the TASP for students who need math remediation. However, a considerable number of Math 300 students never take the TASP (55.3%). Also shows that students who are successful in Math 311 and those simply enrolled in a higher level math (successful or not successful) have a very great chance of passing the math portion of the TASP.

TABLE IV.e. – TASP Performance by Success in Last Course--Math

Shows "TASP Performance" in this skill (Not Pass or Pass) of students who have taken the TASP grouped according to their performance (successful vs. not successful) in the last course for which they enrolled in this skill area.

Findings: Similar to findings for Table IV.d. above.

TABLE V.a. – TASP Parts Passed by Number of Remediation Areas Needed by Ethnicity

Shows the number of parts of the TASP test that have been passed by students grouped by the number of skill areas in which remediation initially was needed by ethnic group.

Findings: The greater the need for remediation, the lower the success rate on the test, with approximately 20 percentage points between each level of need. Performance for minorities is significantly lower than that for whites for all groups except among those who need three areas of remediation.

TABLE V.b. – TASP Parts Passed by Skills in Need of Remediation

Shows the number of parts of the TASP test that have been passed by students grouped by skills initially in need of remediation.

Findings: As in Table V.a., in general, the greater the need for remediation, the lower the success rate on the test. The only exception to this is with students deficient in writing and reading, who have a substantially higher success rate than students with deficiencies in math and writing, and

math and reading. Overall, the TASP math test seems to be the greatest barrier to successfully completing the TASP test.

Success in College

TABLE VI.a. – Outcomes After One Year by Number of Remediation Areas Needed by Ethnicity

Shows outcomes after one year (Left, Retained, Transferred) for students grouped by the number of skill areas in which remediation initially was needed.

Findings: Attrition rates (Left) are comparable for each group. Transfer rates, on the other hand, are significantly lower and retention rates are significantly higher for groups as the extent of remediation needed increases. There are some notable differences in performance between ethnic groups at each level.

TABLE VI.b. – Outcomes After One Year by Skills in Need of Remediation

Shows outcomes after one year for students grouped by skills initially in need of remediation.

Findings: The group needing no remediation had a significantly higher transfer rate than the others. Groups needing Math and Reading, Math only, and Writing only had the highest attrition rates.

TABLE VII.a. – Outcomes After Three Years by Number of Areas Needed by Ethnicity

Shows outcomes after three years (Cannot Locate, Retained, Graduated, Transferred, Graduated and Transferred) for students grouped by the number of skill areas in which remediation initially was needed.

Findings: Perhaps the most revealing column to look at here is Cannot Locate (the others all are a type of success). In most cases, minority students had the "worst" outcomes. Such was the case for Hispanic students that needed no remediation; for African American students who needed one or two areas of remediation. Also, as seen in some other tables, the greater the need for remediation, the lower the level of success.

TABLE VII.b. – Outcomes After Three Years by Skills in Need of Remediation

Shows outcomes after three years for students grouped by skills initially in need of remediation.

Findings: Math appears to be the greatest barrier to persistence in college under this measure, as it was in passing the TASP, since groups in all skill deficient combinations that include math have the highest attrition rate. Students in groups that are skill deficient in writing and/or reading alone have attrition rates (29-34%) only slightly higher than students with no skill deficiencies (30.2%). Students with deficiencies in all three skill areas have the highest attrition rate (61.3%).

TABLE VIII.a. – Satisfactory Progress by Number of Remediation Areas Needed by Ethnicity

Shows success rates in achieving satisfactory progress (GPA of 2.0+) for students grouped by the number of skill areas in which remediation initially was needed and by ethnicity.

Findings: As with other measures, the greater the number of skill deficiencies, the lower the performance outcomes. However, this analysis of GPA data, when viewed in conjunction with outcomes after three years tables above, shows that some students who leave without graduating or tranfering do so even though they are making satisfactory progess in college. For example, attrition for students with three skill deficiencies is 62.5% while failure to achieve satisfactory progress for this same group is only 47.5%. Therefore, 15% of this group left the institution without completing but with a satisfactory GPA. Another pattern evident in this measure that was also apparent in others is the discrepancy in performance between whites and minorities. In most cases, whites outperform minorities, and Hispanics outperform African Americans.

TABLE VIII.b. – Satisfactory Progress by Skills in Need of Remediation

Shows success rates in achieving satisfactory progress (GPA of 2.0+) for students grouped by skill areas in which remediation initially was needed and by ethnicity.

Findings: Similar to Table VIII.a.--students with the most deficiencies have the lowest performance. While any combination of deficiencies that includes math was a barrier in other performance measures, those needing remediation in Math and Reading and in all three skills have the lowest performance on this measure (approximately 47% success vs. over 60% for other remedial groups). Those with no deficiencies had an 82.2% success rate on this measure.

TABLE IX.a. – Mean GPA and Cumulative Hours Earned by Number of Remediation Areas Needed

Shows the mean GPA and cumulative hours earned for students grouped by the number of skill areas in which remediation initially was needed.

Findings: Students with fewer deficiencies have higher GPA's and have earned more hours. This fact combined with earlier findings that show that students with greater deficiencies have higher attrition rates seems to show that remedial students are not ready for college-level work, and when allowed to register for college-level classes, produce unsatisfactor grades and eventually drop-out of college. Those students with two or more deficiencies not only do not perform as well as the other groups, they have mean GPA's below 2.0. It appears on this measure that students with only one skill deficient area are able to achieve satisfactory progress.

TABLE IX.b. – Mean GPA and Cumulative Hours Earned by Skills In Need of Remediation

Shows the mean GPA and cumulative hours earned for students grouped by skill areas in which remediation initially was needed.

Findings: Same as Table IX.a. above.

TABLE IX.c.(reading, writing, and math subtables) – Mean GPA and Cumulative Hours Earned by First Course by Skill Area

Shows the mean GPA and cumulative hours earned by students grouped by the initial course taken in the discipline.

Findings: Similar to findings in other tables. No group of remedial students in reading or writing have a mean GPA above 2.0, and these groups also have mean cumulative hours earned totals well below that of college-level students. In math, however, only students who began in Math 300 have a mean GPA below 2.0 and have a significantly lower mean cumulative hours earned total. This seems to indicate that, when combined with findings on success on the TASP, math is a significant barrier to passing the test, but is not a significant barrier to success in college.

TABLE X – Value Added by Discipline

Shows student "accomplishments" by discipline. Students were given credit for one "accomplishment" for each course completed in the skill area and for passing the appropriate section of the TASP Test. This information is included for both students who do need and those who do not need remediation.

Findings: For students who need remediation, 60.8% had at least one accomplishment in math; 69.8% in writing; and 82.6% in reading.

TABLE I.a.
Number of Areas Needed by Ethnicity
STATUS OF FALL 1991 FIRST TIME IN COLLEGE
STUDENTS AS OF SPRING 1994
(Full-time, Degree-Seeking)

	NUMBER REM AREAS NEEDED								Group Total	
	NONE		ONE		TWO		THREE		Count	Row %
	Count	Row %	Count	Row %	Count	Row %	Count	Row %		
ETHNICITY										
WHITE	253	44.0%	149	25.9%	110	19.1%	63	11.0%	575	100.0%
AFR AM	15	14.0%	17	15.9%	30	28.0%	45	42.1%	107	100.0%
HISPANIC	11	18.0%	24	39.3%	14	23.0%	12	19.7%	61	100.0%
Group Total	279	37.6%	190	25.6%	154	20.7%	120	16.2%	743	100.0%

TABLE I.b.
REMEDIATION NEEDED by REMEDIATION ENROLL
Fall 1991 First Time in College Students
(Part-Time, Degree Seeking)

REMND	Count / Row Pct	REM NONE 0	ALL THREE 1	MATH & ENG 2	MATH & READ 3	ENG & READ 4	MATH ONLY 5	READ ONLY 6	ENG ONLY 7	Row Total
NONE	0	240 85.4			1 .4	5 1.8	31 11.0	2 .7	2 .7	281 37.4
ALL THREE	1	5 4.0	58 46.8	3 2.4	13 10.5	17 13.7	2 1.6	21 16.9	5 4.0	124 16.5
MATH & ENG	2	5 7.7	2 3.1	22 33.8			22 33.8		14 21.5	65 8.6
MATH & READ	3	3 4.2	2 2.8		45 63.4		4 5.6	17 23.9		71 9.4
ENG & READ	4		2 11.1			9 50.0	1 5.6	4 22.2	2 11.1	18 2.4
MATH ONLY	5	18 13.3		3 2.2	3 2.2		110 81.5		1 .7	135 18.0
READ ONLY	6	1 5.9			3 17.6		2 11.8	10 58.8	1 5.9	17 2.3
ENG ONLY	7	6 14.6		4 9.8		1 2.4	2 4.9	1 2.4	27 65.9	41 5.5
	Column Total	278 37.0	64 8.5	32 4.3	65 8.6	32 4.3	174 23.1	55 7.3	52 6.9	752 100.0

Number of Missing Observations: 0

TABLE I.c.
Remediation Needed by Ethnicity
STATUS OF FALL 1991 FIRST TIME IN COLLEGE
STUDENTS AS OF SPRING 1994
(Full-time, Degree-Seeking)

	ETHNICITY						Group Total	
	WHITE		AFR AM		HISPANIC		Count	Col %
	Count	Col %	Count	Col %	Count	Col %		
REMEDIATION NEEDED								
NONE	253	44.0%	15	14.0%	11	18.0%	279	37.6%
ALL THREE	63	11.0%	45	42.1%	12	19.7%	120	16.2%
MATH & ENG	45	7.8%	13	12.1%	7	11.5%	65	8.7%
MATH & READ	47	8.2%	17	15.9%	7	11.5%	71	9.6%
ENG & READ	18	3.1%					18	2.4%
MATH ONLY	102	17.7%	13	12.1%	17	27.9%	132	17.8%
READ ONLY	13	2.3%	1	.9%	3	4.9%	17	2.3%
ENG ONLY	34	5.9%	3	2.8%	4	6.6%	41	5.5%
Group Total	575	100.0%	107	100.0%	61	100.0%	743	100.0%

TABLE II.a.
Progress Through Sequence by Ethnicity--Reading
STATUS OF FALL 1991 FIRST TIME IN COLLEGE
STUDENTS AS OF SPRING 1994
(Full-time, Degree-Seeking)

	LAST READING COURSE						Group Total	
	REA 101		REA 301		REA 302		Count	Row %
	Count	Row %	Count	Row %	Count	Row %		
FIRST READING COURSE REA 101								
ETHNICITY								
WHITE	1	14.3%	1	14.3%	5	71.4%	7	100.0%
AFR AM	2	28.6%			5	71.4%	7	100.0%
HISPANIC	2	50.0%			2	50.0%	4	100.0%
Group Total	5	27.8%	1	5.6%	12	66.7%	18	100.0%
REA 301								
ETHNICITY								
WHITE			47	59.5%	32	40.5%	79	100.0%
AFR AM			17	37.8%	28	62.2%	45	100.0%
HISPANIC			2	20.0%	8	80.0%	10	100.0%
Group Total			66	49.3%	68	50.7%	134	100.0%
REA 302								
ETHNICITY								
WHITE					59	100.0%	59	100.0%
AFR AM					19	100.0%	19	100.0%
HISPANIC					9	100.0%	9	100.0%
Group Total					87	100.0%	87	100.0%

TABLE II.b.
Grade in Reading 302 by First Reading Course by Ethnicity
STATUS OF FALL 1991 FIRST TIME IN COLLEGE
STUDENTS AS OF SPRING 1994
(Full-Time, Degree Seeking Only)

	GRADE						Group Total	
	CR		NC		W		Count	Row %
	Count	Row %	Count	Row %	Count	Row %		
FIRST READING COURSE REA 101								
ETHNICITY								
WHITE	4	80.0%			1	20.0%	5	100.0%
AFR AM	5	100.0%					5	100.0%
HISPANIC	2	100.0%					2	100.0%
Group Total	11	91.7%			1	8.3%	12	100.0%
REA 301								
ETHNICITY								
WHITE	20	62.5%	4	12.5%	8	25.0%	32	100.0%
AFR AM	16	57.1%	5	17.9%	7	25.0%	28	100.0%
HISPANIC	7	87.5%			1	12.5%	8	100.0%
Group Total	43	63.2%	9	13.2%	16	23.5%	68	100.0%
REA 302								
ETHNICITY								
WHITE	42	71.2%	8	13.6%	9	15.3%	59	100.0%
AFR AM	13	68.4%	2	10.5%	4	21.1%	19	100.0%
HISPANIC	7	77.8%	1	11.1%	1	11.1%	9	100.0%
Group Total	62	71.3%	11	12.6%	14	16.1%	87	100.0%

TABLE II.c.
TASP Status by Success in Last Course--Reading
STATUS OF FALL 1991 FIRST TIME IN COLLEGE
STUDENTS AS OF SPRING 1994
(Full-Time Degree Seeking Only)

	TASP READING								Group Total	
	NOT PASS		PASS		NOT TAKE		TRANSFER		Count	Row %
	Count	Row %	Count	Row %	Count	Row %	Count	Row %		
LAST READING COURSE REA 101										
SUCCESS IN READING										
A-B-C-CR			3	75.0%	1	25.0%			4	100.0%
NC-D-F-W			1	100.0%					1	100.0%
Group Total			4	80.0%	1	20.0%			5	100.0%
REA 301										
SUCCESS IN READING										
A-B-C-CR	1	2.9%	26	74.3%	5	14.3%	3	8.6%	35	100.0%
NC-D-F-W	5	14.3%	12	34.3%	16	45.7%	2	5.7%	35	100.0%
Group Total	6	8.6%	38	54.3%	21	30.0%	5	7.1%	70	100.0%
REA 302										
SUCCESS IN READING										
A-B-C-CR	12	10.2%	76	64.4%	25	21.2%	5	4.2%	118	100.0%
NC-D-F-W	13	25.0%	21	40.4%	16	30.8%	2	3.8%	52	100.0%
Group Total	25	14.7%	97	57.1%	41	24.1%	7	4.1%	170	100.0%

TABLE II.d.
TASP Performance by Success in Last Course
STATUS OF FALL 1991 FIRST TIME IN COLLEGE
STUDENTS AS OF SPRING 1994
(Full-Time Degree Seeking Only)
Students Who Have Taken TASP

	TASP READING				Group Total	
	NOT PASS		PASS		Count	Row %
	Count	Row %	Count	Row %		
LAST READING COURSE REA 101						
SUCCESS IN READING						
A-B-C-CR			3	100.0%	3	100.0%
NC-D-F-W			1	100.0%	1	100.0%
Group Total			4	100.0%	4	100.0%
REA 301						
SUCCESS IN READING						
A-B-C-CR	1	3.7%	26	96.3%	27	100.0%
NC-D-F-W	5	29.4%	12	70.6%	17	100.0%
Group Total	6	13.6%	38	86.4%	44	100.0%
REA 302						
SUCCESS IN READING						
A-B-C-CR	12	13.6%	76	86.4%	88	100.0%
NC-D-F-W	13	38.2%	21	61.8%	34	100.0%
Group Total	25	20.5%	97	79.5%	122	100.0%

TABLE III.a.
Progress Through Sequence by Ethnicity--Writing
STATUS OF FALL 1991 FIRST TIME IN COLLEGE
STUDENTS AS OF SPRING 1994
(Full-Time, Degree Seeking Only)

	LAST ENGLISH CLASS						Group Total	
	ENG 300		ENG 301		ENG 1301		Count	Row %
	Count	Row %	Count	Row %	Count	Row %		
FIRST ENGLISH COURSE ENG 300								
ETHNICITY								
WHITE	8	34.8%	7	30.4%	8	34.8%	23	100.0%
AFR AM	11	47.8%	5	21.7%	7	30.4%	23	100.0%
HISPANIC			1	33.3%	2	66.7%	3	100.0%
Group Total	19	38.8%	13	26.5%	17	34.7%	49	100.0%
ENG 301								
ETHNICITY								
WHITE			33	36.3%	58	63.7%	91	100.0%
AFR AM			12	42.9%	16	57.1%	28	100.0%
HISPANIC			8	53.3%	7	46.7%	15	100.0%
Group Total			53	39.6%	81	60.4%	134	100.0%
ENG 111								
ETHNICITY								
WHITE					24	100.0%	24	100.0%
AFR AM					8	100.0%	8	100.0%
HISPANIC					3	100.0%	3	100.0%
Group Total					35	100.0%	35	100.0%
ENG 1301								
ETHNICITY								
WHITE					357	100.0%	357	100.0%
AFR AM					39	100.0%	39	100.0%
HISPANIC					34	100.0%	34	100.0%
Group Total					430	100.0%	430	100.0%

TABLE III.b.
Grade in English 1301 by first Writing Course by Ethnicity
STATUS OF FALL 1991 FIRST TIME IN COLLEGE
STUDENTS AS OF SPRING 1994
(Full-Time, Degree Seeking Only)

	LAST ENGLISH CLASS													
	ENG 1301													
	GRADE												Group Total	
	A		B		C		D		F		W		Count	Row %
	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %		
FIRST ENGLISH COURSE ENG 300														
ETHNICITY														
WHITE	1	12.5%	3	37.5%	1	12.5%					3	37.5%	8	100.0%
AFR AM			1	14.3%	4	57.1%	1	14.3%	1	14.3%			7	100.0%
HISPANIC					1	50.0%			1	50.0%			2	100.0%
Group Total	1	5.9%	4	23.5%	6	35.3%	1	5.9%	2	11.8%	3	17.6%	17	100.0%
ENG 301														
ETHNICITY														
WHITE	6	10.3%	16	27.6%	12	20.7%	5	8.6%	5	8.6%	14	24.1%	58	100.0%
AFR AM	3	18.8%	3	18.8%	3	18.8%			2	12.5%	5	31.3%	16	100.0%
HISPANIC	2	28.6%	1	14.3%	1	14.3%	1	14.3%			2	28.6%	7	100.0%
Group Total	11	13.6%	20	24.7%	16	19.8%	6	7.4%	7	8.6%	21	25.9%	81	100.0%
ENG 111														
ETHNICITY														
WHITE	3	12.5%	3	12.5%	9	37.5%	3	12.5%	2	8.3%	4	16.7%	24	100.0%
AFR AM			1	12.5%	2	25.0%	1	12.5%	2	25.0%	2	25.0%	8	100.0%
HISPANIC	1	33.3%	1	33.3%	1	33.3%							3	100.0%
Group Total	4	11.4%	5	14.3%	12	34.3%	4	11.4%	4	11.4%	6	17.1%	35	100.0%
ENG 1301														
ETHNICITY														
WHITE	97	27.2%	107	30.0%	72	20.2%	10	2.8%	19	5.3%	52	14.6%	357	100.0%
AFR AM	3	7.7%	4	10.3%	13	33.3%	6	15.4%	3	7.7%	10	25.6%	39	100.0%
HISPANIC	2	5.9%	8	23.5%	4	11.8%	4	11.8%	3	8.8%	13	38.2%	34	100.0%
Group Total	102	23.7%	119	27.7%	89	20.7%	20	4.7%	25	5.8%	75	17.4%	430	100.0%

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TABLE III.c.
Success in English 1301 by First Writing Course by Ethnicity
STATUS OF FALL 1991 FIRST TIME IN COLLEGE
STUDENTS AS OF SPRING 1994
(Full-Time, Degree Seeking Only)

	LAST ENGLISH CLASS					
	ENG 1301					
	SUCCESS IN ENGLISH				Group Total	
	A-B-C-CR		NC-D-F-W		Count	Row %
	Count	Row %	Count	Row %		
FIRST ENGLISH COURSE ENG 300						
ETHNICITY						
WHITE	5	62.5%	3	37.5%	8	100.0%
AFR AM	5	71.4%	2	28.6%	7	100.0%
HISPANIC	1	50.0%	1	50.0%	2	100.0%
Group Total	11	64.7%	6	35.3%	17	100.0%
ENG 301						
ETHNICITY						
WHITE	34	58.6%	24	41.4%	58	100.0%
AFR AM	9	56.3%	7	43.8%	16	100.0%
HISPANIC	4	57.1%	3	42.9%	7	100.0%
Group Total	47	58.0%	34	42.0%	81	100.0%
ENG 111						
ETHNICITY						
WHITE	15	62.5%	9	37.5%	24	100.0%
AFR AM	3	37.5%	5	62.5%	8	100.0%
HISPANIC	3	100.0%			3	100.0%
Group Total	21	60.0%	14	40.0%	35	100.0%
ENG 1301						
ETHNICITY						
WHITE	276	77.3%	81	22.7%	357	100.0%
AFR AM	20	51.3%	19	48.7%	39	100.0%
HISPANIC	14	41.2%	20	58.8%	34	100.0%
Group Total	310	72.1%	120	27.9%	430	100.0%

TABLE III.d.
TASP Status by Success in Last Course--Writing
STATUS OF FALL 1991 FIRST TIME IN COLLEGE
STUDENTS AS OF SPRING 1994
(Full-Time Degree Seeking Only)

	TASP WRITING								Group Total	
	NOT PASS		PASS		NOT TAKE		TRANSFER		Count	Row %
	Count	Row %	Count	Row %	Count	Row %	Count	Row %		
LAST ENGLISH CLASS ENG 300										
SUCCESS IN ENGLISH										
A-B-C-CR			2	66.7%	1	33.3%			3	100.0%
NC-D-F-W	7	41.2%			10	58.8%			17	100.0%
Group Total	7	35.0%	2	10.0%	11	55.0%			20	100.0%
ENG 301										
SUCCESS IN ENGLISH										
A-B-C-CR	7	30.4%	11	47.8%	2	8.7%	3	13.0%	23	100.0%
NC-D-F-W	10	22.7%	6	13.6%	24	54.5%	4	9.1%	44	100.0%
Group Total	17	25.4%	17	25.4%	26	38.8%	7	10.4%	67	100.0%
ENG 1301										
SUCCESS IN ENGLISH										
A-B-C-CR	10	2.5%	367	92.9%	12	3.0%	6	1.5%	395	100.0%
NC-D-F-W	12	6.9%	104	59.8%	46	26.4%	12	6.9%	174	100.0%
Group Total	22	3.9%	471	82.8%	58	10.2%	18	3.2%	569	100.0%

TABLE III.e.
TASP Performance by Success in Last Course--Writing
STATUS OF FALL 1991 FIRST TIME IN COLLEGE
STUDENTS AS OF SPRING 1994
(Full-Time Degree Seeking Only)
Students Who Have Taken TASP

	TASP WRITING				Group Total	
	NOT PASS		PASS		Count	Row %
	Count	Row %	Count	Row %		
LAST ENGLISH CLASS ENG 300						
SUCCESS IN ENGLISH						
A-B-C-CR			2	100.0%	2	100.0%
NC-D-F-W	7	100.0%			7	100.0%
Group Total	7	77.8%	2	22.2%	9	100.0%
ENG 301						
SUCCESS IN ENGLISH						
A-B-C-CR	7	38.9%	11	61.1%	18	100.0%
NC-D-F-W	10	62.5%	6	37.5%	16	100.0%
Group Total	17	50.0%	17	50.0%	34	100.0%
ENG 1301						
SUCCESS IN ENGLISH						
A-B-C-CR	10	2.7%	367	97.3%	377	100.0%
NC-D-F-W	12	10.3%	104	89.7%	116	100.0%
Group Total	22	4.5%	471	95.5%	493	100.0%

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TABLE IV.a.
Progress Through Sequence by Ethncity--Math
STATUS OF FALL 1991 FIRST TIME IN COLLEGE
STUDENTS AS OF SPRING 1994
(Full-Time, Degree Seeking Only)

	LAST MATH CLASS													
	MAT 100		MAT 300		MAT 305		MAT 306		MAT 307		MAT 311		MAT 1314	
	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %
FIRST MATH COURSE MAT 100														
ETHNICITY														
WHITE	19	28.8%	5	7.6%	8	12.1%	4	6.1%	13	19.7%	10	15.2%	7	10.6%
AFR AM	6	28.6%	6	28.6%	2	9.5%	1	4.8%	2	9.5%	2	9.5%	2	9.5%
HISPANIC	3	27.3%			4	36.4%			4	36.4%				
Group Total	28	28.6%	11	11.2%	14	14.3%	5	5.1%	19	19.4%	12	12.2%	9	9.2%
MAT 300														
ETHNICITY														
WHITE			43	48.9%	26	29.5%	4	4.5%	9	10.2%	5	5.7%	1	1.1%
AFR AM			22	47.8%	14	30.4%	1	2.2%	4	8.7%	3	6.5%	2	4.3%
HISPANIC			8	50.0%	3	18.8%	2	12.5%	2	12.5%			1	6.3%
Group Total			73	48.7%	43	28.7%	7	4.7%	15	10.0%	8	5.3%	4	2.7%
MAT 305														
ETHNICITY														
WHITE					61	53.5%	17	14.9%	16	14.0%	7	6.1%	13	11.4%
AFR AM					5	31.3%	2	12.5%	5	31.3%	2	12.5%	2	12.5%
HISPANIC					11	57.9%	5	26.3%	2	10.5%			1	5.3%
Group Total					77	51.7%	24	16.1%	23	15.4%	9	6.0%	16	10.7%
MAT 306														
ETHNICITY														
WHITE									1	100.0%				
AFR AM									1	100.0%				

(continued)

TABLE IV.a.
Progress Through Sequence by Ethncity--Math
STATUS OF FALL 1991 FIRST TIME IN COLLEGE
STUDENTS AS OF SPRING 1994
(Full-Time, Degree Seeking Only)

	LAST MATH CLASS													
	MAT 100		MAT 300		MAT 305		MAT 306		MAT 307		MAT 311		MAT 1314	
	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %
Group Total									2	100.0%				
MAT 307														
ETHNICITY														
WHITE									72	60.5%	19	16.0%	28	23.5%
AFR AM									21	61.8%	8	23.5%	5	14.7%
HISPANIC									16	59.3%	7	25.9%	4	14.8%
Group Total									109	60.6%	34	18.9%	37	20.6%
MAT 311														
ETHNICITY														
WHITE											25	41.0%	36	59.0%
AFR AM											4	80.0%	1	20.0%
HISPANIC											4	80.0%	1	20.0%
Group Total											33	46.5%	38	53.5%
MAT 1314														
ETHNICITY														
WHITE													101	100.0%
AFR AM													6	100.0%
HISPANIC													3	100.0%
Group Total													110	100.0%

(continued)

TABLE IV.a.
Progress Through Sequence by Ethncity--Math
STATUS OF FALL 1991 FIRST TIME IN COLLEGE
STUDENTS AS OF SPRING 1994
(Full-Time, Degree Seeking Only)

	Group Total	
	Count	Row %
FIRST MATH COURSE MAT 100		
ETHNICITY		
WHITE	66	100.0%
AFR AM	21	100.0%
HISPANIC	11	100.0%
Group Total	98	100.0%
MAT 300		
ETHNICITY		
WHITE	88	100.0%
AFR AM	46	100.0%
HISPANIC	16	100.0%
Group Total	150	100.0%
MAT 305		
ETHNICITY		
WHITE	114	100.0%
AFR AM	16	100.0%
HISPANIC	19	100.0%
Group Total	149	100.0%
MAT 306		
ETHNICITY		
WHITE	1	100.0%
AFR AM	1	100.0%

(continued)

TABLE IV.a.
Progress Through Sequence by Ethnicity--Math
STATUS OF FALL 1991 FIRST TIME IN COLLEGE
STUDENTS AS OF SPRING 1994
(Full-Time, Degree Seeking Only)

	Group Total	
	Count	Row %
Group Total	2	100.0%
MAT 307		
ETHNICITY		
WHITE	119	100.0%
AFR AM	34	100.0%
HISPANIC	27	100.0%
Group Total	180	100.0%
MAT 311		
ETHNICITY		
WHITE	61	100.0%
AFR AM	5	100.0%
HISPANIC	5	100.0%
Group Total	71	100.0%
MAT 1314		
ETHNICITY		
WHITE	101	100.0%
AFR AM	6	100.0%
HISPANIC	3	100.0%
Group Total	110	100.0%

TABLE IV.b.
Grade in College Algebra by First Math Course by Ethnicity
STATUS OF FALL 1991 FIRST TIME IN COLLEGE
STUDENTS AS OF SPRING 1994
(Full-Time, Degree Seeking Only)

	LAST MATH CLASS													
	MAT 1314													
	GRADE												Group Total	
	A		B		C		D		F		W		Count	Row %
	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %		
FIRST MATH COURSE MAT 100														
ETHNICITY														
WHITE	2	28.6%			1	14.3%	1	14.3%			3	42.9%	7	100.0%
AFR AM							1	50.0%			1	50.0%	2	100.0%
Group Total	2	22.2%			1	11.1%	2	22.2%			4	44.4%	9	100.0%
MAT 300														
ETHNICITY														
WHITE											1	100.0%	1	100.0%
AFR AM			1	50.0%							1	50.0%	2	100.0%
HISPANIC											1	100.0%	1	100.0%
Group Total			1	25.0%							3	75.0%	4	100.0%
MAT 305														
ETHNICITY														
WHITE	3	23.1%	2	15.4%	1	7.7%			1	7.7%	6	46.2%	13	100.0%
AFR AM							2	100.0%					2	100.0%
HISPANIC					1	100.0%							1	100.0%
Group Total	3	18.8%	2	12.5%	2	12.5%	2	12.5%	1	6.3%	6	37.5%	16	100.0%
MAT 307														
ETHNICITY														
WHITE	4	14.3%	4	14.3%	8	28.6%	2	7.1%	1	3.6%	9	32.1%	28	100.0%

(continued)

TABLE IV.b.
Grade in College Algebra by First Math Course by Ethnicity
STATUS OF FALL 1991 FIRST TIME IN COLLEGE
STUDENTS AS OF SPRING 1994
(Full-Time, Degree Seeking Only)

	LAST MATH CLASS													
	MAT 1314													
	GRADE												Group Total	
	A		B		C		D		F		W		Count	Row %
	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %		
AFR AM					2	40.0%			1	20.0%	2	40.0%	5	100.0%
HISPANIC					1	25.0%	2	50.0%			1	25.0%	4	100.0%
Group Total	4	10.8%	4	10.8%	11	29.7%	4	10.8%	2	5.4%	12	32.4%	37	100.0%
MAT 311														
ETHNICITY														
WHITE	3	8.3%	4	11.1%	7	19.4%	3	8.3%	1	2.8%	18	50.0%	36	100.0%
AFR AM											1	100.0%	1	100.0%
HISPANIC											1	100.0%	1	100.0%
Group Total	3	7.9%	4	10.5%	7	18.4%	3	7.9%	1	2.6%	20	52.6%	38	100.0%
MAT 1314														
ETHNICITY														
WHITE	12	12.1%	26	26.3%	18	18.2%	9	9.1%	2	2.0%	32	32.3%	99	100.0%
AFR AM	1	16.7%	1	16.7%	2	33.3%					2	33.3%	6	100.0%
HISPANIC					1	33.3%			1	33.3%	1	33.3%	3	100.0%
Group Total	13	12.0%	27	25.0%	21	19.4%	9	8.3%	3	2.8%	35	32.4%	108	100.0%

TABLE IV.c.
Success in College Algebra by First Math Course by Ethnicity
STATUS OF FALL 1991 FIRST TIME IN COLLEGE
STUDENTS AS OF SPRING 1994
(Full-Time, Degree Seeking Only)

	LAST MATH CLASS					
	MAT 1314					
	SUCCESS				Group Total	
	A-B-C-CR		NC-D-F-W		Count	Row %
	Count	Row %	Count	Row %		
FIRST MATH COURSE MAT 100						
ETHNICITY WHITE	3	42.9%	4	57.1%	7	100.0%
AFR AM			2	100.0%	2	100.0%
Group Total	3	33.3%	6	66.7%	9	100.0%
MAT 300						
ETHNICITY WHITE			1	100.0%	1	100.0%
AFR AM	1	50.0%	1	50.0%	2	100.0%
HISPANIC			1	100.0%	1	100.0%
Group Total	1	25.0%	3	75.0%	4	100.0%
MAT 305						
ETHNICITY WHITE	6	46.2%	7	53.8%	13	100.0%
AFR AM			2	100.0%	2	100.0%
HISPANIC	1	100.0%			1	100.0%
Group Total	7	43.8%	9	56.3%	16	100.0%
MAT 307						
ETHNICITY WHITE	16	57.1%	12	42.9%	28	100.0%

(continued)

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TABLE IV.c.
Success in College Algebra by First Math Course by Ethnicity
STATUS OF FALL 1991 FIRST TIME IN COLLEGE
STUDENTS AS OF SPRING 1994
(Full-Time, Degree Seeking Only)

	LAST MATH CLASS					
	MAT 1314					
	SUCCESS				Group Total	
	A-B-C-CR		NC-D-F-W		Count	Row %
	Count	Row %	Count	Row %		
AFR AM	2	40.0%	3	60.0%	5	100.0%
HISPANIC	1	25.0%	3	75.0%	4	100.0%
Group Total	19	51.4%	18	48.6%	37	100.0%
MAT 311						
ETHNICITY						
WHITE	14	38.9%	22	61.1%	36	100.0%
AFR AM			1	100.0%	1	100.0%
HISPANIC			1	100.0%	1	100.0%
Group Total	14	36.8%	24	63.2%	38	100.0%
MAT 1314						
ETHNICITY						
WHITE	56	56.6%	43	43.4%	99	100.0%
AFR AM	4	66.7%	2	33.3%	6	100.0%
HISPANIC	1	33.3%	2	66.7%	3	100.0%
Group Total	61	56.5%	47	43.5%	108	100.0%

TABLE IV.d.
TASP Status by Success in Last Course--Math
STATUS OF FALL 1991 FIRST TIME IN COLLEGE
STUDENTS AS OF SPRING 1994
(Full-Time Degree Seeking Only)

	TASP MATH								Group Total	
	NOT PASS		PASS		NOT TAKE		TRANSFER		Count	Row %
	Count	Row %	Count	Row %	Count	Row %	Count	Row %		
LAST MATH CLASS MAT 100										
SUCCESS										
A-B-C-CR	1	20.0%	4	80.0%					5	100.0%
NC-D-F-W	4	57.1%	2	28.6%	1	14.3%			7	100.0%
Group Total	5	41.7%	6	50.0%	1	8.3%			12	100.0%
MAT 300										
SUCCESS										
A-B-C-CR	1	14.3%	3	42.9%	3	42.9%			7	100.0%
NC-D-F-W	14	35.0%			23	57.5%	3	7.5%	40	100.0%
Group Total	15	31.9%	3	6.4%	26	55.3%	3	6.4%	47	100.0%
MAT 305										
SUCCESS										
A-B-C-CR	2	11.1%	12	66.7%	2	11.1%	2	11.1%	18	100.0%
NC-D-F-W	22	40.0%	18	32.7%	13	23.6%	2	3.6%	55	100.0%
Group Total	24	32.9%	30	41.1%	15	20.5%	4	5.5%	73	100.0%
MAT 306										
SUCCESS										
A-B-C-CR	1	20.0%	4	80.0%					5	100.0%
NC-D-F-W	3	23.1%	6	46.2%	2	15.4%	2	15.4%	13	100.0%
Group Total	4	22.2%	10	55.6%	2	11.1%	2	11.1%	18	100.0%
MAT 307										
SUCCESS										
A-B-C-CR	1	5.0%	17	85.0%	2	10.0%			20	100.0%
NC-D-F-W	23	23.7%	41	42.3%	27	27.8%	6	6.2%	97	100.0%
Group Total	24	20.5%	58	49.6%	29	24.8%	6	5.1%	117	100.0%
MAT 311										
SUCCESS										

(continued)

TABLE IV.d.
TASP Status by Success in Last Course--Math
STATUS OF FALL 1991 FIRST TIME IN COLLEGE
STUDENTS AS OF SPRING 1994
(Full-Time Degree Seeking Only)

	TASP MATH								Group Total	
	NOT PASS		PASS		NOT TAKE		TRANSFER		Count	Row %
	Count	Row %	Count	Row %	Count	Row %	Count	Row %		
A-B-C-CR	1	5.6%	17	94.4%					18	100.0%
NC-D-F-W	6	10.5%	41	71.9%	8	14.0%	2	3.5%	57	100.0%
Group Total	7	9.3%	58	77.3%	8	10.7%	2	2.7%	75	100.0%
MAT 1314										
SUCCESS										
A-B-C-CR			85	100.0%					85	100.0%
NC-D-F-W	1	1.1%	81	91.0%	6	6.7%	1	1.1%	89	100.0%
Group Total	1	.6%	166	95.4%	6	3.4%	1	.6%	174	100.0%
HIGHER COL MATH										
SUCCESS										
A-B-C-CR			67	98.5%	1	1.5%			68	100.0%
NC-D-F-W			43	87.8%	1	2.0%	5	10.2%	49	100.0%
Group Total			110	94.0%	2	1.7%	5	4.3%	117	100.0%

TABLE IV.e.
TASP Performance by Success in Last Course--Math
STATUS OF FALL 1991 FIRST TIME IN COLLEGE
STUDENTS AS OF SPRING 1994
(Full-Time Degree Seeking Only)
Students Who Have Taken TASP

	TASP MATH				Group Total	
	NOT PASS		PASS		Count	Row %
	Count	Row %	Count	Row %		
LAST MATH CLASS MAT 100						
SUCCESS						
A-B-C-CR	1	20.0%	4	80.0%	5	100.0%
NC-D-F-W	4	66.7%	2	33.3%	6	100.0%
Group Total	5	45.5%	6	54.5%	11	100.0%
MAT 300						
SUCCESS						
A-B-C-CR	1	25.0%	3	75.0%	4	100.0%
NC-D-F-W	14	100.0%			14	100.0%
Group Total	15	83.3%	3	16.7%	18	100.0%
MAT 305						
SUCCESS						
A-B-C-CR	2	14.3%	12	85.7%	14	100.0%
NC-D-F-W	22	55.0%	18	45.0%	40	100.0%
Group Total	24	44.4%	30	55.6%	54	100.0%
MAT 306						
SUCCESS						
A-B-C-CR	1	20.0%	4	80.0%	5	100.0%
NC-D-F-W	3	33.3%	6	66.7%	9	100.0%
Group Total	4	28.6%	10	71.4%	14	100.0%
MAT 307						
SUCCESS						
A-B-C-CR	1	5.6%	17	94.4%	18	100.0%
NC-D-F-W	23	35.9%	41	64.1%	64	100.0%
Group Total	24	29.3%	58	70.7%	82	100.0%
MAT 311						

(continued)

TABLE IV.e.
TASP Performance by Success in Last Course--Math
STATUS OF FALL 1991 FIRST TIME IN COLLEGE
STUDENTS AS OF SPRING 1994
(Full-Time Degree Seeking Only)
Students Who Have Taken TASP

	TASP MATH				Group Total	
	NOT PASS		PASS		Count	Row %
	Count	Row %	Count	Row %		
SUCCESS						
A-B-C-CR	1	5.6%	17	94.4%	18	100.0%
NC-D-F-W	6	12.8%	41	87.2%	47	100.0%
Group Total	7	10.8%	58	89.2%	65	100.0%
MAT 1314						
SUCCESS						
A-B-C-CR			85	100.0%	85	100.0%
NC-D-F-W	1	1.2%	81	98.8%	82	100.0%
Group Total	1	.6%	166	99.4%	167	100.0%
HIGHER COL MATH						
SUCCESS						
A-B-C-CR			67	100.0%	67	100.0%
NC-D-F-W			43	100.0%	43	100.0%
Group Total			110	100.0%	110	100.0%

TABLE V.a.
TASP Parts Passed by Number of Remediation Areas Needed by Ethnicity
STATUS OF FALL 1991 FIRST TIME IN COLLEGE
STUDENTS AS OF SPRING 1994
(Full-Time, Degree Seeking Only)

	TASP PARTS PASSED								Group Total	
	NONE		ONE PART		TWO PARTS		THREE PARTS		Count	Row %
	Count	Row %	Count	Row %	Count	Row %	Count	Row %		
NUMBER REM AREAS NEEDED										
NONE										
ETHNICITY										
WHITE	21	8.3%	1	.4%	4	1.6%	227	89.7%	253	100.0%
AFR AM	2	13.3%	1	6.7%	1	6.7%	11	73.3%	15	100.0%
HISPANIC	2	18.2%			2	18.2%	7	63.6%	11	100.0%
Group Total	25	9.0%	2	.7%	7	2.5%	245	87.8%	279	100.0%
ONE										
ETHNICITY										
WHITE	30	20.1%	2	1.3%	15	10.1%	102	68.5%	149	100.0%
AFR AM	5	29.4%			9	52.9%	3	17.6%	17	100.0%
HISPANIC	6	25.0%			4	16.7%	14	58.3%	24	100.0%
Group Total	41	21.6%	2	1.1%	28	14.7%	119	62.6%	190	100.0%
TWO										
ETHNICITY										
WHITE	37	33.6%	9	8.2%	8	7.3%	56	50.9%	110	100.0%
AFR AM	6	20.0%	1	3.3%	9	30.0%	14	46.7%	30	100.0%
HISPANIC	6	42.9%	2	14.3%	2	14.3%	4	28.6%	14	100.0%
Group Total	49	31.8%	12	7.8%	19	12.3%	74	48.1%	154	100.0%
THREE										
ETHNICITY										
WHITE	33	52.4%	4	6.3%	9	14.3%	17	27.0%	63	100.0%
AFR AM	23	51.1%	5	11.1%	5	11.1%	12	26.7%	45	100.0%
HISPANIC	4	33.3%	3	25.0%	1	8.3%	4	33.3%	12	100.0%
Group Total	60	50.0%	12	10.0%	15	12.5%	33	27.5%	120	100.0%

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TABLE V.b.
TASP Parts Passed by Skills in Need of Remediation
STATUS OF FALL 1991 FIRST TIME IN COLLEGE
STUDENTS AS OF SPRING 1994
(Full-Time, Degree Seeking Only)

	TASP PARTS PASSED								Group Total	
	NONE		ONE PART		TWO PARTS		THREE PARTS		Count	Row %
	Count	Row %	Count	Row %	Count	Row %	Count	Row %		
REMEDIATION NEEDED										
NONE	25	8.9%	2	.7%	8	2.8%	246	87.5%	281	100.0%
ALL THREE	62	50.0%	13	10.5%	16	12.9%	33	26.6%	124	100.0%
MATH & ENG	22	33.8%	4	6.2%	8	12.3%	31	47.7%	65	100.0%
MATH & READ	25	35.2%	6	8.5%	9	12.7%	31	43.7%	71	100.0%
ENG & READ	2	11.1%	2	11.1%	2	11.1%	12	66.7%	18	100.0%
MATH ONLY	32	23.7%	2	1.5%	20	14.8%	81	60.0%	135	100.0%
READ ONLY	4	23.5%			1	5.9%	12	70.6%	17	100.0%
ENG ONLY	5	12.2%			8	19.5%	28	68.3%	41	100.0%
Group Total	177	23.5%	29	3.9%	72	9.6%	474	63.0%	752	100.0%

TABLE VI.a.
Outcomes After One Year by Number of Remediation Areas Needed by Ethnicity
STATUS OF FALL 1991 FIRST TIME IN COLLEGE STUDENTS
(Full-Time, Degree Seeking Only)

	OUTCOMES AFTER ONE YEAR						Group Total	
	LEFT		RETAINED		TRANS		Count	Row %
	Count	Row %	Count	Row %	Count	Row %		
NUMBER REM AREAS NEEDED								
NONE								
ETHNICITY								
WHITE	130	51.4%	83	32.8%	40	15.8%	253	100.0%
AFR AM	7	46.7%	7	46.7%	1	6.7%	15	100.0%
HISPANIC	5	45.5%	5	45.5%	1	9.1%	11	100.0%
Group Total	142	50.9%	95	34.1%	42	15.1%	279	100.0%
ONE								
ETHNICITY								
WHITE	79	53.0%	55	36.9%	15	10.1%	149	100.0%
AFR AM	11	64.7%	6	35.3%			17	100.0%
HISPANIC	11	45.8%	11	45.8%	2	8.3%	24	100.0%
Group Total	101	53.2%	72	37.9%	17	8.9%	190	100.0%
TWO								
ETHNICITY								
WHITE	53	48.2%	47	42.7%	10	9.1%	110	100.0%
AFR AM	15	50.0%	13	43.3%	2	6.7%	30	100.0%
HISPANIC	8	57.1%	6	42.9%			14	100.0%
Group Total	76	49.4%	66	42.9%	12	7.8%	154	100.0%
THREE								
ETHNICITY								
WHITE	29	46.0%	31	49.2%	3	4.8%	63	100.0%
AFR AM	22	48.9%	22	48.9%	1	2.2%	45	100.0%
HISPANIC	4	33.3%	8	66.7%			12	100.0%
Group Total	55	45.8%	61	50.8%	4	3.3%	120	100.0%

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TABLE VI.b.
Outcomes After One Year by Skills in Need of Remediation
STATUS OF FALL 1991 FIRST TIME IN COLLEGE STUDENTS
(Full-Time, Degree Seeking Only)

	OUTCOMES AFTER ONE YEAR						Group Total	
	LEFT		RETAINED		TRANS		Count	Row %
	Count	Row %	Count	Row %	Count	Row %		
REMEDIATION NEEDED								
NONE	143	50.9%	96	34.2%	42	14.9%	281	100.0%
ALL THREE	57	46.0%	63	50.8%	4	3.2%	124	100.0%
MATH & ENG	29	44.6%	31	47.7%	5	7.7%	65	100.0%
MATH & READ	39	54.9%	26	36.6%	6	8.5%	71	100.0%
ENG & READ	8	44.4%	9	50.0%	1	5.6%	18	100.0%
MATH ONLY	72	53.3%	53	39.3%	10	7.4%	135	100.0%
READ ONLY	8	47.1%	6	35.3%	3	17.6%	17	100.0%
ENG ONLY	23	56.1%	14	34.1%	4	9.8%	41	100.0%
Group Total	379	50.4%	298	39.6%	75	10.0%	752	100.0%

TABLE VII.a.
Outcomes After Three Years by Number of Areas Needed by Ethnicity
STATUS OF FALL 1991 FIRST TIME IN COLLEGE
STUDENTS AS OF SPRING 1994
(Full-Time, Degree Seeking Only)

	OUTCOMES AFTER THREE YEARS										Group Total	
	CANNOT LOCATE		RETAINED		GRADUATED		TRANSFERRED		GRAD/TRANS		Count	Row %
	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %		
NUMBER REM AREAS NEEDED												
NONE												
ETHNICITY												
WHITE	75	29.6%	38	15.0%	11	4.3%	119	47.0%	10	4.0%	253	100.0%
AFR AM	3	20.0%	4	26.7%	2	13.3%	5	33.3%	1	6.7%	15	100.0%
HISPANIC	7	63.6%	1	9.1%			3	27.3%			11	100.0%
Group Total	85	30.5%	43	15.4%	13	4.7%	127	45.5%	11	3.9%	279	100.0%
ONE												
ETHNICITY												
WHITE	56	37.6%	38	25.5%	6	4.0%	47	31.5%	2	1.3%	149	100.0%
AFR AM	8	47.1%	6	35.3%			3	17.6%			17	100.0%
HISPANIC	8	33.3%	8	33.3%	3	12.5%	5	20.8%			24	100.0%
Group Total	72	37.9%	52	27.4%	9	4.7%	55	28.9%	2	1.1%	190	100.0%
TWO												
ETHNICITY												
WHITE	51	46.4%	25	22.7%	4	3.6%	30	27.3%			110	100.0%
AFR AM	17	56.7%	6	20.0%			7	23.3%			30	100.0%
HISPANIC	6	42.9%	6	42.9%			2	14.3%			14	100.0%
Group Total	74	48.1%	37	24.0%	4	2.6%	39	25.3%			154	100.0%
THREE												
ETHNICITY												
WHITE	37	58.7%	11	17.5%	4	6.3%	10	15.9%	1	1.6%	63	100.0%
AFR AM	29	64.4%	12	26.7%	1	2.2%	3	6.7%			45	100.0%
HISPANIC	9	75.0%	2	16.7%			1	8.3%			12	100.0%
Group Total	75	62.5%	25	20.8%	5	4.2%	14	11.7%	1	.8%	120	100.0%

TABLE VII.b.
Outcomes After Three Years by Skills in Need of Remediation
STATUS OF FALL 1991 FIRST TIME IN COLLEGE
STUDENTS AS OF SPRING 1994
(Full-Time, Degree Seeking Only)

	OUTCOMES AFTER THREE YEARS										Group Total	
	CANNOT LOCATE		RETAINED		GRADUATED		TRANSFERRED		GRAD/TRANS		Count	Row %
	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %		
REMEDIATION NEEDED												
NONE	85	30.2%	44	15.7%	13	4.6%	128	45.6%	11	3.9%	281	100.0%
ALL THREE	76	61.3%	27	21.8%	5	4.0%	15	12.1%	1	.8%	124	100.0%
MATH & ENG	32	49.2%	16	24.6%	2	3.1%	15	23.1%			65	100.0%
MATH & READ	36	50.7%	16	22.5%	2	2.8%	17	23.9%			71	100.0%
ENG & READ	6	33.3%	5	27.8%			7	38.9%			18	100.0%
MATH ONLY	53	39.3%	39	28.9%	7	5.2%	35	25.9%	1	.7%	135	100.0%
READ ONLY	5	29.4%	5	29.4%			7	41.2%			17	100.0%
ENG ONLY	14	34.1%	9	22.0%	2	4.9%	15	36.6%	1	2.4%	41	100.0%
Group Total	307	40.8%	161	21.4%	31	4.1%	239	31.8%	14	1.9%	752	100.0%

TABLE VIII.a.
Satisfactory Progress by Number of Remediation Areas Needed by Ethnicity
STATUS OF FALL 1991 FIRST TIME IN COLLEGE
STUDENTS AS OF SPRING 1994
(Full-Time, Degree Seeking Only)

	SATISFACTORY PROGRESS				Group Total	
	YES-GPA 2.0+		NO-GPA<2.0		Count	Row %
	Count	Row %	Count	Row %		
NUMBER REM AREAS NEEDED						
NONE						
ETHNICITY						
WHITE	214	84.6%	39	15.4%	253	100.0%
AFR AM	8	53.3%	7	46.7%	15	100.0%
HISPANIC	7	63.6%	4	36.4%	11	100.0%
Group Total	229	82.1%	50	17.9%	279	100.0%
ONE						
ETHNICITY						
WHITE	106	71.1%	43	28.9%	149	100.0%
AFR AM	6	35.3%	11	64.7%	17	100.0%
HISPANIC	16	66.7%	8	33.3%	24	100.0%
Group Total	128	67.4%	62	32.6%	190	100.0%
TWO						
ETHNICITY						
WHITE	64	58.2%	46	41.8%	110	100.0%
AFR AM	15	50.0%	15	50.0%	30	100.0%
HISPANIC	6	42.9%	8	57.1%	14	100.0%
Group Total	85	55.2%	69	44.8%	154	100.0%
THREE						
ETHNICITY						
WHITE	33	52.4%	30	47.6%	63	100.0%
AFR AM	18	40.0%	27	60.0%	45	100.0%
HISPANIC	6	50.0%	6	50.0%	12	100.0%
Group Total	57	47.5%	63	52.5%	120	100.0%

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TABLE VIII.b.
Satisfactory Progress by Skills in Need of Remediation
STATUS OF FALL 1991 FIRST TIME IN COLLEGE
STUDENTS AS OF SPRING 1994
(Full-Time, Degree Seeking Only)

	SATISFACTORY PROGRESS				Group Total	
	YES-GPA 2.0+		NO-GPA<2.0		Count	Row %
	Count	Row %	Count	Row %		
REMEDIATION NEEDED						
NONE	231	82.2%	50	17.8%	281	100.0%
ALL THREE	59	47.6%	65	52.4%	124	100.0%
MATH & ENG	41	63.1%	24	36.9%	65	100.0%
MATH & READ	34	47.9%	37	52.1%	71	100.0%
ENG & READ	10	55.6%	8	44.4%	18	100.0%
MATH ONLY	92	68.1%	43	31.9%	135	100.0%
READ ONLY	11	64.7%	6	35.3%	17	100.0%
ENG ONLY	28	68.3%	13	31.7%	41	100.0%
Group Total	506	67.3%	246	32.7%	752	100.0%

TABLE IX.a.
Mean GPA and Cumulative Hours Earned by Number of Remediation Areas Needed
STATUS OF FALL 1991 FIRST TIME IN COLLEGE
STUDENTS AS OF SPRING 1994
(Full-Time, Degree Seeking Only)

	NUMBER REM AREAS NEEDED								Group Total	
	NONE		ONE		TWO		THREE		Count	Mean
	Count	Mean	Count	Mean	Count	Mean	Count	Mean		
MEAN GPA	281	2.698	193	2.244	154	1.803	124	1.671	752	2
MEAN HRS EARNED	281	38.153	193	27.845	154	21.682	124	17.798	752	29

TABLE IX.b.
Mean GPA and Cumulative Hours Earned by Skills In Need of Remediation
STATUS OF FALL 1991 FIRST TIME IN COLLEGE
STUDENTS AS OF SPRING 1994
(Full-Time, Degree Seeking Only)

	REMEDIATION NEEDED											
	NONE		ALL THREE		MATH & ENG		MATH & READ		ENG & READ		MATH ONLY	
	Count	Mean	Count	Mean	Count	Mean	Count	Mean	Count	Mean	Count	Mean
MEAN GPA	281	2.698	124	1.671	65	1.982	71	1.617	18	1.889	135	2.238
MEAN HRS EARNED	281	38.153	124	17.798	65	22.154	71	19.394	18	29.000	135	27.281

	REMEDIATION NEEDED				Group Total	
	READ ONLY		ENG ONLY		Count	Mean
	Count	Mean	Count	Mean		
MEAN GPA	17	2.219	41	2.274	752	2
MEAN HRS EARNED	17	26.529	41	30.244	752	29

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TABLE IX.c. (reading, writing, & math)
Mean GPA and Cumulative Hours Earned by First Course by Skill Area
STATUS OF FALL 1991 FIRST TIME IN COLLEGE
STUDENTS AS OF SPRING 1994
(Full-Time, Degree Seeking only)

	FIRST READING COURSE						Group Total	
	REA 101		REA 301		REA 302		Count	Mean
	Count	Mean	Count	Mean	Count	Mean		
MEAN GPA	18	1.699	140	1.593	87	1.856	245	2
MEAN HRS EARNED	18	17.722	140	18.786	87	22.782	245	20

	FIRST ENGLISH COURSE								Group Total	
	ENG 300		ENG 301		ENG 111		ENG 1301		Count	Mean
	Count	Mean	Count	Mean	Count	Mean	Count	Mean		
MEAN GPA	52	1.773	136	1.887	37	1.980	433	2.430	658	2
MEAN HRS EARNED	52	18.154	136	22.750	37	26.676	433	34.092	658	30

	FIRST MATH COURSE											
	MAT 100		MAT 300		MAT 305		MAT 306		MAT 307		MAT 311	
	Count	Mean	Count	Mean	Count	Mean	Count	Mean	Count	Mean	Count	Mean
MEAN GPA	61	2.292	87	1.470	85	2.154	2	1.870	145	2.023	64	2.127
MEAN HRS EARNED	61	31.754	87	12.874	85	25.859	2	17.500	145	24.683	64	34.281

	FIRST MATH COURSE				Group Total	
	MAT 1314		HIGHER COL MATH		Count	Mean
	Count	Mean	Count	Mean		
MEAN GPA	95	2.772	96	2.736	635	2
MEAN HRS EARNED	95	41.495	96	39.625	635	30

Table X
Value Added
STATUS OF FALL 1991 FIRST TIME IN COLLEGE
STUDENTS AS OF SPRING 1994
(Full-Time, Degree Seeking)

	MATH ACCOMPLISHMENTS												Group Total	
	0		1		2		3		4		5		Count	Row %
	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %		
MATH STATUS														
NOT NEED	41	11.5%	159	44.5%	140	39.2%	13	3.6%	3	.8%	1	.3%	357	100.0%
NEED MATH	155	39.2%	110	27.8%	75	19.0%	40	10.1%	9	2.3%	6	1.5%	395	100.0%
Group Total	196	26.1%	269	35.8%	215	28.6%	53	7.0%	12	1.6%	7	.9%	752	100.0%

	WRIT ACCOMPLISHMENTS										Group Total	
	0		1		2		3		4		Count	Row %
	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %		
WRITING STATUS												
NOT NEED	101	19.3%	124	23.7%	291	55.6%	7	1.3%			523	100.0%
NEED WRITING	75	30.2%	52	21.0%	76	30.6%	40	16.1%	5	2.0%	248	100.0%
Group Total	176	22.8%	176	22.8%	367	47.6%	47	6.1%	5	.6%	771	100.0%

	READ ACCOMPLISHMENTS										Group Total	
	0		1		2		3		4		Count	Row %
	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %		
READING STATUS												
NOT NEED	83	15.9%	411	78.7%	25	4.8%	3	.6%			522	100.0%
NEED READING	40	17.4%	63	27.4%	80	34.8%	40	17.4%	7	3.0%	230	100.0%
Group Total	123	16.4%	474	63.0%	105	14.0%	43	5.7%	7	.9%	752	100.0%